

**Washington State College- and Career-Ready Standards Implementation**  
**Transforming Professional Learning Systems for Reform: Common Core and More**  
**District Network Project (WA-TPL)**  
**November 2013 – November 2016**

**The basics:**

- 3 years (through November 2016)
- \$2.4M
- Approx. 33 district grants (Lab districts (9) and Critical Friends – est. 3-4/region)
  - Anticipated district selection March/April 2014 – November 2016
- Focus on building and supporting district comprehensive professional learning systems

**Overview:**

Washington's *Transforming Professional Learning for Reform: Common Core and More, District Network Project (WA-TPL)* is a three year project led by the OSPI, Washington State's State Education Agency (SEA). The project will focus on enhancing critical state and regional-level infrastructures and capacity for sustained, results-driven, standards-based statewide and regional professional learning so that school district and building leaders have the knowledge and skills to create the conditions necessary for every educator within their districts to increase their instructional capacity to make the instructional shifts that new Career- and College-Ready (CCR) learning standards entail. In addition, the project will develop resources for elementary administrators and elementary educators that support content transitions into Kindergarten through Grade 3 within the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics (year 1) and the Next Generation Science Standards (year 2).

The project's Theory of Action starts with **standards-based professional learning** that leads to **changes in educator knowledge, skills, and dispositions**, then to **changes in educator practice**, and then ultimately to **changes in student results**. Through coordinated state, regional, and local professional learning opportunities that will bring together innovative face-to-face and virtual strategies, the following Theory of Action (TOA) will guide the WA-TPL project:

**WA TPL District Network Project Theory of Action**

IF OSPI, in partnership with other professional associations and education agencies develops the capacity of **education leaders at all levels** to establish the conditions, resources, and supports for educator effectiveness grounded in student and educator standards, **AND**

IF districts establish conditions, resources, and supports for educator effectiveness grounded in student and educator standards, **AND**

IF every educator engages in and applies standards-based, job-embedded, continuous professional learning that includes district, school, and classroom support for implementation grounded in student and educator standards, **AND**

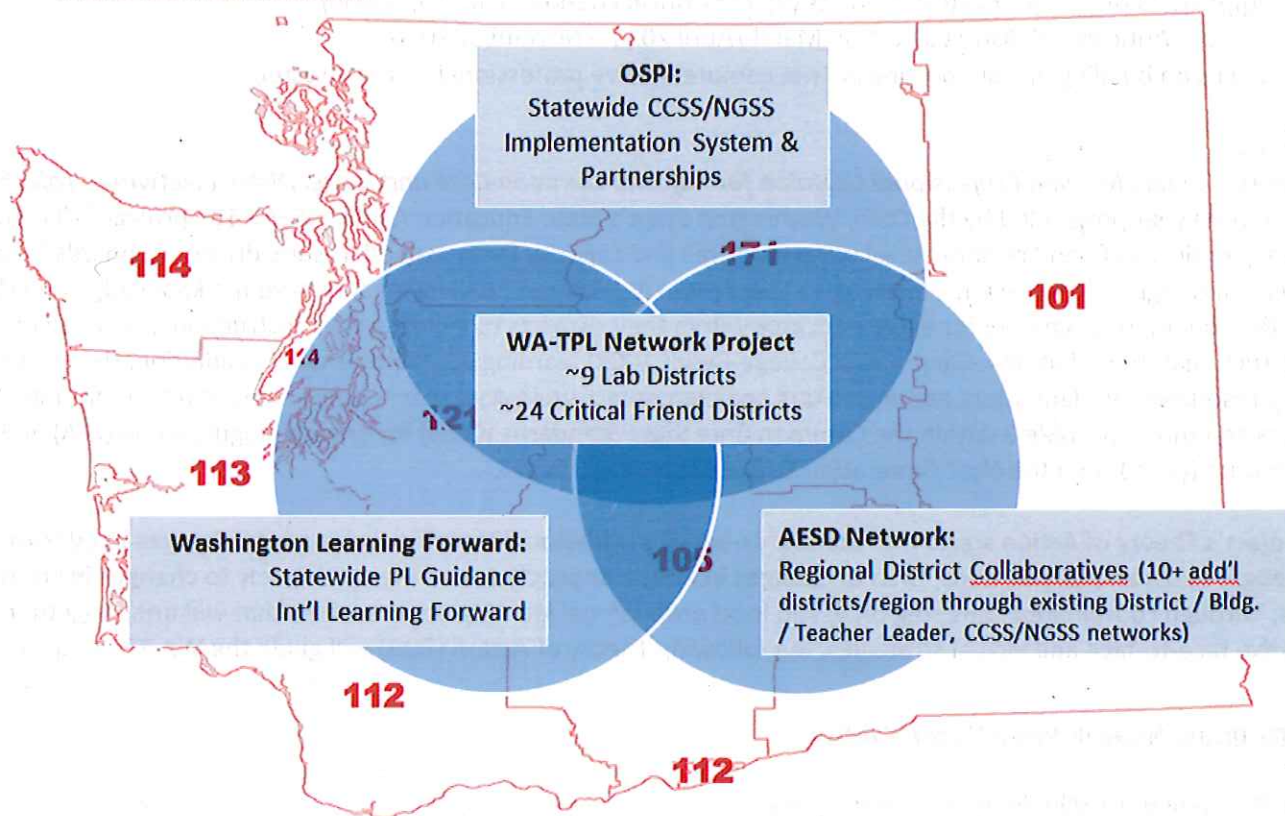
IF, as a result of professional learning every educator changes their knowledge, skills, disposition and applies what they have learned in the classroom, **THEN**

Every Washington student will achieve college and career readiness in ELA, mathematics.



The project will fund approximately 33 districts across the state selecting up to nine “laboratory” districts (one in each of nine Educational Service District (ESD) regions, as part of the Association of ESD (AESD) network) to serve as regional learning laboratories and models for the project’s approximately 24 “critical friend” districts (two per ESD region). Within each region, an additional 10-20 districts involved in already-established regional collaborative networks will engage in shared regional learning communities focused on alignment of professional learning structures (funding, infrastructures, practices), instruction, and educator support systems to effectively transition to the CCSS, new assessments, and new educator evaluation systems, and to increase educator effectiveness and results for all students.

#### WA-TPL Project Structure:



WA-TPL districts will participate in face-to-face and virtual professional learning opportunities that will foster cohesive, sustained, and shared learning with their peers across the state. Structurally, the project will rely on three primary methods of support to grantee districts:

- **Statewide Professional Learning Infrastructure**– Twice per year professional learning convenings of all WA-TPL district teams developed through state-level coordination among the myriad of statewide CCSS implementation partners and funded projects
- **Regional and Local Professional Learning** – Monthly face-to-face and virtual professional learning meetings for all WA-TPL districts within each region. Lab districts will receive targeted support from OSPI, WA LF, and the ESDs based on comprehensive professional learning plans developed and revisited throughout the project period. Critical Friend districts will engage in regional professional learning opportunities, and will be invited to participate in Lab District workgroup meetings and task forces. Each ESD, in partnership with WA LF will engage the WA-TPL districts in their region as models for non-funded districts engaged in already-established regional learning communities.
- **Collaborations within and across districts** –In addition to face-to-face professional learning opportunities, WA-TPL districts will be engaged in virtual professional learning, collaboration, and sharing across districts.



By the end of its three years of funding,

- Approximately 75,000 students within WA-TPL districts will demonstrate growth through increased opportunities to engage in high quality ELA and math instruction that is aligned to the CCSS. Student growth will be shown through Smarter Balanced interim assessments and through growth on the state assessment that will be administered for the first time in 2014-15.
- 33 WA-TPL districts will provide evidence of increased administrator and teacher leader capacity through effective professional learning conditions and educator support systems so that every educator meets professional expectations and every student meets new college- and career-ready learning standards.
- Each of the state's nine regional Educational Service Districts (ESDs) will show increased leadership capacity to support all districts within their regions and 10-20 districts beyond WA-TPL districts will show evidence of infrastructure and instructional change as a result of regional engagement with the WA-TPL project.
- Learning Forward Washington will demonstrate increase its infrastructure to support districts statewide professional learning organizations (such as OSPI, the ESDs, and other statewide entities supporting professional learning efforts); and
- OSPI and key state professional learning policy partners (such as the PESB, WEA, and QEC) will show evidence of establishing key components of a comprehensive professional learning system such as a statewide definition of professional learning.

#### Project Outcomes:

Outcome	Description
1. Student Achievement	80% of students (~70,000) in 33 WA-TPL districts will demonstrate growth on state and district-identified ELA and math assessments
2. Professional Learning Opportunities and Resources	Administrators, teacher leaders, and classroom teachers from 33 WA-TPL districts and at least 90 non-WA-TPL districts actively engage in and benefit from professional learning grounded in the shifts within CCR standards. XX% report professional learning resources to be effective in building capacity with educators and teams at the local level.
3. Structures and Processes to Support Professional Learning	A framework is created (or modified) for the state and districts to utilize to develop comprehensive systems of professional learning that includes a vision and definition of professional learning that aligns with research-based practice, standards for quality and expectations for results of professional learning, policies that support equity of access to professional learning, and resources to develop individual, school, team, school system capacities needed to ensure success for all educators and their students.
4. Leadership	WA-TPL state and district partners access, analyze, and interpret student, educator, and system data from multiple sources to make decisions about professional learning and that uses formative and summative, qualitative and quantitative student, educator, and system data to articulate professional learning needs and support system improvements.
5. Data	
6. Culture	100% of WA-TPL state partners and districts demonstrate alignment of behaviors and actions grounded in trusting relationships at all levels that are focused on student and educator learning and collaboration.

## WA – TPL Timeline

Timeframe	Project Component
November - December 2013	<p>CCR Advisory Meeting in Olympia</p> <ul style="list-style-type: none"> <li>• Convene stakeholders Identify sub-work groups for grant work</li> <li>-Grant Application</li> <li>-Grant Scoring Rubric</li> <li>-Information Webinar Content and delivery</li> </ul> <p>OSPI Project Manager Selection</p> <p>Independent Evaluator Contract Search</p> <p>Begin scheduling dialogue with each of 9 ESD Teaching and Learning Leaders</p> <ul style="list-style-type: none"> <li>• Design of professional learning</li> </ul> <p>Online professional learning platform review and discussions</p>
January 2014	<p>CCR Advisory Meeting</p> <ul style="list-style-type: none"> <li>• Subgroups share out of work</li> </ul> <p>Competitive Grant out to districts through iGrants</p> <p>Grant information webinar</p> <p>Meet with ESD Teaching and Learning Leaders (continued)</p> <ul style="list-style-type: none"> <li>• Design of regional specific professional learning</li> <li>• Collect regional needs to inform virtual professional learning needs</li> </ul>
February 2014	<p>Meet with ESD Teaching and Learning Leaders (continued)</p> <ul style="list-style-type: none"> <li>• Design of regional specific professional learning</li> <li>• Collect regional needs to inform virtual professional learning needs</li> </ul>
March 2014	<p>CCR Advisory Meeting (TBD week 1 of March)</p> <ul style="list-style-type: none"> <li>• Review district grant application</li> <li>• Award district grants</li> <li>• Identify content of April WA – TPL Grant Meeting</li> </ul> <p>Meet with ESD Teaching and Learning Leaders (continued)</p> <ul style="list-style-type: none"> <li>• Design of regional specific professional learning</li> </ul> <p>Collect regional needs to inform virtual professional learning needs</p> <p>Welcome Webinar WA TPL (TBD Week of 3/24)</p>
April 2014	<p>WA TPL Grant Meeting (2 day in person)</p> <ul style="list-style-type: none"> <li>• WA-PLT overview</li> <li>• Lab.District needs and structure</li> <li>• Critical Friend District needs, structure and role</li> </ul> <p>Regional professional learning design and planning for summer/fall implementation</p> <p>Participating districts administer evaluation tool: Standards Assessment Inventory 2 (SAI2)</p>
Summer 2014 through Fall 2016	To be determined by participating state partners in Winter 2013/14